EFFECT OF BLENDED LEARNING ON GOAL-ORIENTATION, TASK VALUE AND SATISFACTION OF STUDENTS

A

Synopsis

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Supervisor
Prof. Archana Kapoor

Researcher
Namrata Singh

Prof. Vibha Nigam
Head
Dept. of Pedagogical Sciences
Faculty of Education

Prof. K.C. Vashishtha
Dean
Faculty of Education

Faculty of Education
Dayalbagh Educational Institute
(Deemed University), Dayalbagh, Agra

1.0.0.INTRODUCTION

Historically, classroom teachers in education system have used a range of learning activities and resources to assist learners to achieve learning objectives. Face-to-face presentations, visual material, paper-based assessments, and group activities have been the mainstay of classroom teaching for many decades. More recently Information technologies have brought about social, political, and economic changes throughout the world. Developments in information technologies have reshaped people's views towards themselves and their environment, as a result of which a parallel change and development at the same pace has become inevitable in the field of education.

There is an increasing need and demand to respond to diverse students' needs and provide engaging and meaningful learning experiences in higher education. Compounded with new technologies beyond and within the academy, this inevitably draws information and communication technology into traditional learning environment.

It could be argued that as a result of the increasing prevalence of computers and the Internet, in particular, online learning-teaching environment is rapidly becoming more widespread. However, online teaching-learning environment lacks many advantages that face-to-face environment has. It has been observed that online higher education students tend to be less satisfied with totally online courses when compared to traditional courses (Sikora and Carroll,2002). Therefore, a combination of online learning and traditional learning environments could be much more useful in solving educational problems and meeting educational needs which led to the notion of blended learning.

The terms "blended," "hybrid," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used interchangeably in research literature. The concept of blended learning has been around for a long time, but its terminology was not firmly established until about the start of 21st century. One of the earliest references to the term appears in a press release in 1999, when the Interactive Learning Centers, an Atlanta-based education business,

announced its change of name to EPIC learning. The article mentions that “The Company currently operates 220 on-line courses, but will begin offering its Internet courseware using the company's Blended Learning methodology.” The meaning of blended learning widely diverged to encompass a wide variety of synthesis in learning methods until 2006, when the first *Handbook of Blended Learning* by Bonk and Graham was published. Graham challenged the breadth and ambiguity of the term's definition, and defined 'blended learning systems' as learning systems that combine face-to-face instructions with computer mediated instruction. He also talked talks about a temporal dimension of blended learning when the two learning environments converge (Graham, 2006)

Harriman (2004) The term blended learning is used to describe a learning situation that combines several delivery methods with the goal of providing the most efficient and effective instruction experience by such combination of traditional face-to-face learning which was around for a very long time and the new distributed learning environments separately used in the past due to different needs of students. However, recently, partly due to huge technological advances but also due to improvements in instructional design, it has been recognized that blended systems of learning are able to address a large range of needs in terms of both quality of communication and human interaction. Instructional objectives, many different personal learning styles and learning experiences, the condition of online resources and the experience of trainers play an important role in designing an effective blended learning environment to establish the equilibrium between face to face and e –learning environment. (Osguthorpe and Graham ,2003)

During the past few years the number of courses offered online has greatly increased as technology has made delivery of such courses more feasible. Blended learning environment which is regarded as a different type of distance education amalgamates the advantages of distance education with the effective aspects of traditional education, such as face-to-face interaction (Finn &Bucceri, 2004). According to Allen & Seaman, (2007), improving student access to higher education had been cited as a major reason for offering more online courses and programs. As a result of mass access to the

Internet, blended learning has begun to make a major impact on higher education. This impact has been supported by educational technologies such as computers, projectors, internet access that enable a "Virtual Learning Environment", where facilitators and students can interact and learn online.

From an organizational perspective, Driscoll (2002) identifies four different ways in which blended learning can be defined. Blended learning can be seen as:

• A mix of modes of web-based technology;

• A mix of various pedagogical approaches (e.g., constructivism, behaviourism, cognitivism);

• A combination of any form of instructional technology with face-to-face instructor led training;

• A combination of instructional technology with actual job tasks (in order to create an effective mix of learning and working).

In blended leaning format, students work in a classroom and extend their work online then return to the classroom closing a loop of interaction and learning. These experiences are 'blended' so that learning is connected and integrated by design. Blended course designs involve instructors and learners working together in mixed delivery modes, typically face-to-face and technology mediated to accomplish learning outcomes that are pedagogically supported through assignments, activities, and assessments as appropriate for a given mode and which bridge course environments in a manner meaningful to the learner.

This is to ensure that blended learning remains a combination of a form of traditional learning and a form of e-learning that are designed to complement each other and promote learning and application-learned behavior (Singh, 2003). Student satisfaction, is there-fore, a key factor in the success of blended learning programs. Evaluation in blended learning consists of different dimensions in alignment with the goals of a course or program (Olmstead, 2007). Course grades are often used as an indicator of student achievement in online instruction (Barnard, Paton, &Lan, 2008; Reinhart & Schneider, 2001; Noel-Levitz, 2011). But affective factors can be as important as cognitive factors in explaining and predicting student learning in online settings (Biner et al., 1997).

Among the attitudinal constructs, student satisfaction, referring to student perceptions of learning experiences and perceived value of a course, may be particularly worthy of investigation. Student satisfaction is related to several outcome variables such as persistence, retention, course quality, and student success (Keller, 1983; Pike, 1993; Noel-Levitz, 2011). High satisfaction leads to lower attrition rates, higher persistence in learning, and higher motivation in pursuing additional online courses (Allen & Seaman, 2008; Biner, Welsh, Barone, Summers, & Dean, 1997; Keller, 1987; Koseke, &Koseke, 1991). Higher education institutions consider student satisfaction as one of the major elements in determining the quality of online programs in today's markets (Yukselturk&Yildirim, 2008).

While the extent to which the individual is satisfied with the course depends largely on the kinds of goals he or she set for himself/herself. Goals are considered to be foundational to human behaviour, influencing the information to which we attend, the actions we take in response, and the persistence with which we engage in those actions (Latham, 2006). While specific goals sometimes change, research suggests that individuals also hold super ordinate goals that are relatively stable across time and situations (Payne et al., 2007). Goal orientation refers to these super ordinate goals that are activated in achievement settings (VandeWalle, 1997).

The construct of goal orientation has received substantial attention in organizational research over the last three decades. That being said, goal orientation has its origins in developmental psychology. Based on their work with adolescents, Dweck (1975, 1986) and her colleagues (Dweck & Elliott, 1983; Dweck & Legget, 1988) observed that individuals do not all approach achievement situations with the same fundamental goals.

Psychologists and educators have long considered the role of achievement goals in student learning (see Ames and Archer, 1988; Dweck and Leggett, 1988; Rawsthorne and Elliot, 1999; Valle et al., 2003). Achievement goals are commonly defined as the purpose of an individual's achievement pursuits (Dweck andLeggett, 1988; Maehr, 1989). Much of the early research on student goal orientation separated mastery from performance goals. When pursuing mastery goals, the student

wants to develop competence by acquiring new skills and knowledge. They value and are willing to undertake activities that allow them to improve their knowledge, and they perceive effort as a positive, effective way to achieve their goals. Mistakes are considered a normal step in the learning process (Bouffard and Couture, 2003, p. 21). In contrast, students pursuing performance goals are more concerned with demonstrating their abilities relative to other students.

Students with a performance goal see intelligence as fixed, avoid challenging tasks in an effort to avoid negative evaluations, are less likely to be intrinsically motivated, and consider errors as indicative of a lack of ability (Gonzalez et al., 2001, p. 182). Besides mastery and performance orientation, some authors also distinguish a work-avoidance orientation (Meece et al., 1988; Meece and Holt, 1993). Students with a work-avoidance orientation try to avoid failure even without hard work, so achievement is represented as completing a task with as little effort as possible.

A variety of studies has shown that different goal orientations determine students' cognitive and behavioral reactions as well as their educational performance (e.g., Ames, 1992; Ames and Archer, 1988; Valle et al., 2003). Generally it is assumed that students are more satisfied and achieve better performance if they pursue a mastery orientation or a more intrinsic motivation (e.g., Fortune et al., 2005). Students with a mastery orientation seem to be more willing to pursue challenging tasks, have positive feelings towards the learning situation, and exhibit an adaptive attributional pattern (Ames and Archer, 1988; Dweck, 1988). Mastery goal orientation is often linked to long-term and high-quality involvement in learning. Performance goals, in contrast, are hypothesized to be associated with negative outcomes, such as surface processing of study material or reduced task enjoyment. Many works therefore suggest that students should be encouraged to adopt mastery goals and minimize their adoption of performance goals (e.g., Ames, 1992).

More recent studies disagree with the mastery goal perspective. They indicate that in specific situations performance goals can also promote the development of competences (Harackiewicz and Sansone 1991) and call for a reconceptualization of goal theory, which acknowledges the positive

effects of performance goals. It has also been pointed out that the different goal orientations do not necessarily need to be treated as opposites. For example, Meece and Holt (1993) found that students could be high in mastery motivation and also high in performance orientation, while others could be low in both dimensions. Since at least the 1990s, there has been a sustained research focus on how multiple goals interact and jointly influence student learning and achievement (Wentzel 1991, 1993; Wolters et al., 1996). From this viewpoint, achievement goals are seen as complementary and it is acknowledged that students can pursue a mastery, performance, or work-avoidance orientation simultaneously (Valle et al., 2003).

Other researchers have proposed other dichotomous conceptualizations of goal orientations, including mastery vs. performance goals (Ames, 1992) and task orientations vs. ego orientations (Skaalvik, 1997). Although goal theorists have taken different approaches to goal orientation, their conceptualizations are fundamentally similar. Hence, Pintrich (2000b) integrated these terms and employed mastery orientation (learning orientation) and performance orientation to represent two different goal orientations. Further, some researchers have separated goal orientation into four dimensions, namely mastery– approach goals, mastery–avoidance goals, performance– approach goals, and performance–avoidance goals (Elliot, 1999; Pintrich, 2000a; Pintrich, 2000b). This study represents employee goal orientation perceptions using the dual performance and master approach. In the performance-approach orientation, the person focuses on doing better than others and on demonstrating abilities; while in the avoidance version, the person focuses on avoiding looking stupid or incompetent in comparison to others. With regard to learning orientation, the individual using an approach orientation concentrates on mastering tasks, learning and understanding. If, on the other hand, the avoidance orientation is the main concern, the individual concentrates on avoiding misunderstanding, not learning or not mastering the task. This recent perspective has also revised ideas about the mutual exclusivity of learning and performance goals. Several authors now recognize that students can endorse both learning and performance goals with different levels of

these two goals (Bouffard, Boisvert, Vezeau, & Larouche, 1995; Dupeyrat & Mariné, 2001; McWhaw & Abrami, 2001; Pintrich, 2000; Riveiro, Cabanach, & Arias, 2001; Shah & Kruglanski, 2000; Wentzel, 2000).

Both goal orientation and task value are considered the important construct of motivational factors (Neuville et al., 2007).Performance-approach goals relate positively to the task values (at least in college students) (Elliot & McGregor, 2001; Elliot & Murayama, 2008; Harackiewicz et al., 2008; Hulleman et al.,2008). Achievement motivation theorists attempt to explain students' achievement-related behaviours, particularly academic choice and performance. In the expectancy-value tradition, these two behaviours are explained by students' beliefs about how well they will do on a task (expectancy component) and the extent to which they value the task (value component) (Atkinson, 1957; Eccles, 1983; Eccles & Wigfield, 2002; Wigfield, 1994; Wigfield & Eccles, 1992, 2000, 2002).

John William Atkinson developed The Expectancy-Value Theory in the 1950s and 1960s in an effort to understand the achievement motivation of individuals. In the 1980s, Jacquelynne Eccles expanded this research into the field of education. According to Expectancy-Value Theory, students' achievement and achievement related choices are most proximally determined by two factors, expectancies for success, and subjective task values. According to Eccles and colleagues subjective task value can be thought of the motivation that allows an individual to answer the question "Do I Want to do This Activity and Why?"

The most recent version of this model is depicted in Figure 1. Expectancies and values are assumed to directly influence performance, persistence, and task choice. Expectancies and values are assumed to be influenced by task-specific beliefs such as perceptions of competence, perceptions of the difficulty of different tasks, and individuals' goals and self-schema. These social cognitive variables, in turn, are influenced by individuals' perceptions of other peoples' attitudes and expectations for them, by their affective memories, and by their own interpretations of their previous achievement outcomes. Individuals' task perceptions and interpretations of their past

outcomes are assumed to be influenced by socializer's behavior and beliefs and by cultural milieu and unique historical events.

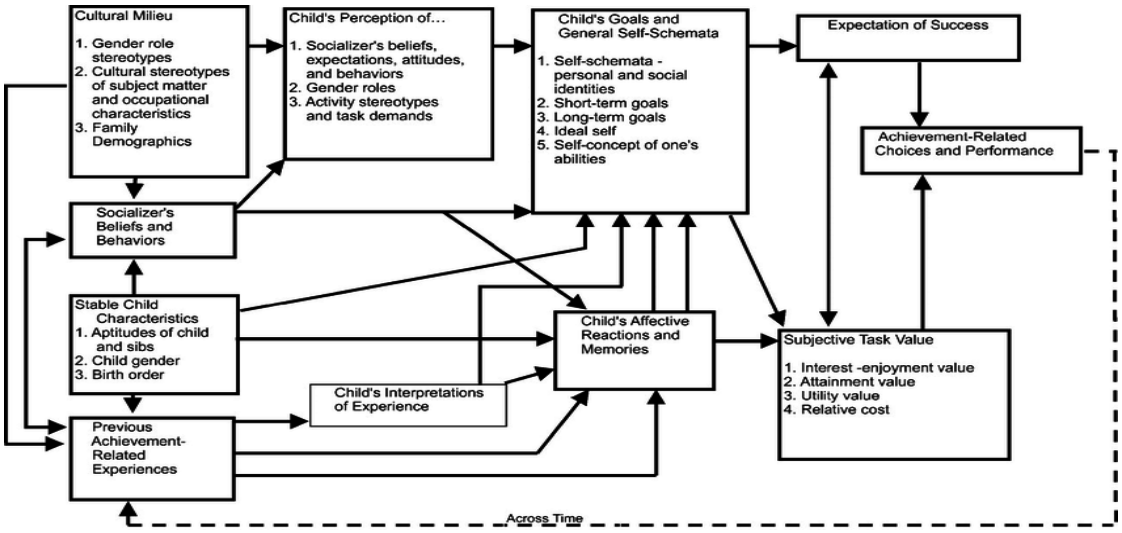
Cultural Milieu
1. Gender role stereotypes
2. Cultural stereotypes of subject matter and occupational characteristics
3. Family Demographics
Child's Perception of...
1. Socializer's beliefs, expectations, attitudes, and behaviors
2. Gender roles
3. Activity stereotypes and task demands
Child's Goals and General Self-Schemata
1. Self-schemata - personal and social identities
2. Short-term goals
3. Long-term goals
4. Ideal self
5. Self-concept of one's abilities
Expectation of Success
Achievement-Related Choices and Performance
Socializer's Beliefs and Behaviors
Stable Child Characteristics
1. Aptitudes of child and sibs
2. Child gender
3. Birth order
Child's Affective Reactions and Memories
Subjective Task Value
1. Interest -enjoyment value
2. Attainment value
3. Utility value
4. Relative cost
Child's Interpretations of Experience
Previous Achievement-Related Experiences
Across Time

Fig 1: showing the expectancy value model of Eccles and colleagues.

Eccles and colleagues defined expectancies for success as individuals' beliefs about how well they will do on upcoming tasks, either in the immediate or longer-term future. These expectancy beliefs are measured in a manner analogous to measures of Bandura's (1997) personal efficacy expectations. Thus, in contrast to Bandura's claim that expectancy-value theories focus on outcome expectations, the focus in this model is on personal or efficacy expectations. Eccles et al. (1983) defined beliefs about ability as individuals' evaluations of their competence in different areas. In the expectancy-value model ability beliefs are conceived as broad beliefs about competence in a given domain, in contrast to one's expectancies for success on a specific upcoming task.

Eccles et al. (1983) outlined four components of task value: attainment value, intrinsic value, utility value, and cost. Like Battle (1966), they defined attainment value as the personal importance of doing well on the task. Drawing on self-schema and identity theories (e.g., Markus &Wurf 1987), they also linked attainment value to the relevance of engaging in a task for confirming or

disconfirming salient aspects of one's self-schema (i.e., because tasks provide the opportunity to demonstrate aspects of one's actual or ideal self-schema, such as masculinity, femininity, and/or competence in various domains, tasks will have higher attainment value to the extent that they allow the individual to confirm salient aspects of these self-schemata).

Intrinsic value is the enjoyment the individual gets from performing the activity or the subjective interest the individual has in the subject. This component of value is similar to the construct of intrinsic motivation as defined by Harter (1981), and by Deci and his colleagues (e.g., Deci& Ryan 1985).

Utility value is determined by how well a task relates to current and future goals, such as career goals. A task can have positive value to a person because it facilitates important future goals, even if he or she is not interested in the task for its own sake. For instance, students often take classes they do not particularly enjoy but that they need to take to pursue other interests, to please their parents, or to be with their friends. In one sense then this component captures the more "extrinsic" reasons for engaging in a task (see Deci& Ryan 1985, Harter 1981). However, it also relates directly to an individual's internalized short- and long-term goals. Finally, Eccles and her colleagues identified cost as a critical component of value (Eccles et al. 1983, Eccles 1987). Cost is conceptualized in terms of the negative aspects of engaging in the task, such as performance anxiety and fear of both failure and success, as well as the amount of effort needed to succeed and the lost opportunities that result from making one choice rather than another.

Task value is also found significant predictor of student satisfaction (Ding, Sun, & Chen, 2013; Zhang, Solmon, &Gu, 2012). Pintrich (1989) and Dweck (1989) proposed that task value encourages student engagement in the task, which in turn fosters a deeper approach to learning. Students with high interest in a task make more associations and elaboration in processing and remembering text. This indicates that higher interest is associated with effort and better cognitive strategies, which fosters deeper learning. As studies have shown, student attrition is closely related to motivation (Park & Choi, 2009; Wang et al., 2013).Blended learning is a teaching modality that

combines face to face teaching in classrooms, with the development of an independent and distance learning through virtual platforms or classrooms. The student has to carry out this combination of different learning tasks using different resources and learning spaces. These new tasks provided to students in blended learning environment may affect the task values of the students in any way either positively or negatively. Because new technologies in blended learning have altered the way that students interact with instructors and classmates.

The above discussion clearly reveals that all the variables taken up in the research are correlated with each other. Researches evidence that the student satisfaction and the goal orientation are highly correlated to each other and thus has been taken up in researches together in the researches. Furthermore, the variables goal orientation and task value are the two constructs of motivational factors and thus found related to each other. Hence, it can be concluded that all the variables taken up in this study are positively related and has significant effect on each other thus the researcher has included these three variables together to be determined by the blended learning mode.

1.1.0.JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

There is no doubt that the methodologies that are used so far have to adapt to changes in society, to new environments, to businesses needs, to the students' demands. More specifically, those students who do not only attend lectures, but also discuss, give their opinion and give critical views. The students' profile now has little to do with past decades. Current generation of students are *digital natives*, they are born with the Internet network, and are experiencing the transition from the old to the new web-based technology, which is more participatory, more collaborative and semantic, and in the future these students would not conceive a passive space without interaction. Therefore, it is essential to introduce and expand a new culture of knowledge, based on active users who are able to create, search, analyze, communicate and share information and knowledge. In this respect, Blended learning constitutes a strategic environment which facilitates the adoption of the new educational paradigm based on active learning.

The recent appearance of books, trade magazines and general articles, conferences and campus initiatives focusing on blended learning would lead one to believe that a new educational phenomena has been discovered. It is, therefore, essential to understand the critical importance of effectively utilizing new information and communication technologies to meet the growing need for a more sophisticated labour force, manage information systems, and contribute to most of the odds such as hunger, education crisis, child exploitation or the poverty in total. The Information Communication Technology (ICT) in education includes assistance for equipment and facilities, teacher training and support, capacity building, educational content, distance learning, digital literacy, policy development, monitoring and evaluation and public and media involvement.Researcher explored this area to get a deep insight of the problem and to know the areas in which researches have already been conducted. Some of the researches found related with the variables are as follows:

Researchers	**Year**	**Research topics**	**Finding and conclusions**
Goyal and Tambe	2015	Effectiveness of Moodle enabled blended learning in private Indian business school teaching niche programs.	MOODLE was found an effective educational tool.
Lee	2015	Changes in self-efficacy and task value in online learning.	Course content and online technologies self-efficacy fluctuated, but task value remained unaffected during the course of the semester.
Lawanto et al	2014	Task Value, Self-Regulated Learning, and Performance in a Web-Intensive Undergraduate Engineering Course: How Are They Related?	Significant positive relationship between task value and performance. From a SRL perspective, positive correlation between performance, task value.
Cameron A. Kyle	2014	Goal Orientation Heterogeneity in Teams: Investigating Implications for Individual Satisfaction with the Team and Team Conflict.	Goal orientation dissimilarity is negatively, albeit modestly, related to individual satisfaction with the team for the learning-avoid, performance approach, and performance-avoid dimensions.
Lee,Bong& Kim	2014	Interaction between task values and self-efficacy on maladaptive achievement strategy use.	Task values and self-efficacy were found correlated to each other.

Culbertson, S. S., Henning, J. B., & Payne, S. C.	2013	Performance appraisal satisfaction: the role of feedback and goal orientation	Negative relationship between negative feedback and PA satisfaction was stronger for those higher in performance-prove (PPGO), performance-avoid, and Learning, goal orientation. Positive feedback and PA satisfaction was stronger for individuals low on PPGO and weaker for individuals high on PPGO.
Moksnes and Aspen	2013	Self-esteem and life satisfaction in adolescents—gender and age as potential moderators.	Boys scored higher than girls on both self-esteem and life satisfaction. Self-esteem was positively associated with life satisfaction.
Codreanu et al	2013	Intrinsic motivation in a blended learning environment.	Resulting values of attainment, intrinsic motivation and utility to be higher than that of expectancies for success and cost. increase in intrinsic motivation, introjected regulation and a significant decrease in motivation
Alshehri	2012	Student satisfaction and commitment towards a blended learning finance course: Evidence from Saudi Arabia using an Investment Model.	Proposed investment model was suitable for predicting the levels of student satisfaction and commitment in a blended learning environment. However, the levels of satisfaction and commitment among students did not reach the proposed cut-off point.
Naaj et al	2012	Evaluating student satisfaction with blended learning in a Gender-Segregated Environment	Students were satisfied with all components, although the level of satisfaction varied according to gender.
Zhang, Solmon and Gu	2012	The Role of Teachers' Support in Predicting Students' Motivation and Achievement Outcomes in Physical Education	High levels of expectancy-related beliefs and subjective task values are positively associated with students' achievement outcomes in physical education.
Lai1,Chi and Yang	2010	Task value, goal orientation, and employee job satisfaction in high-tech firms.	Task value and goal orientation affect employee job satisfaction in the high-tech sector positively.
Wigfield and Cambria	2010	Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes.	Competence related beliefs and values have been shown to predict different kinds of outcomes in terms of performance and choice.
Mellema et al	2009	Blended learning and user satisfaction.	Students were satisfied with the online units they completed.

Sumner	2008	A measurement of student satisfaction levels as a means of program evaluation: an examination of baker university's educational leadership doctoral program.	Participants in the study expressed general satisfaction across all of the design components.
Neuville et al	2007	Task value, self-efficacy and goal orientations: impact on self-regulated learning, choice and performance among university students.	Direct effect of task value and self-efficacy on self-regulated learning strategies, and self-regulated learning strategies on performance.
Roebken H.	2007	Multiple goals, satisfaction, and achievement in university undergraduate education: a student experience in the research university (seru) project research paper	Students pursuing both mastery and performance goals are more satisfied with their academic experience, show a higher degree of academic engagement, and achieve better grades than students who pursue a mastery orientation alone or a work-avoidance/performance orientation.
Alshwiah	2004	The Effects of a Blended Learning Strategy in teaching vocabulary on premedical students' achievement, satisfaction and attitude toward English language.	Members demonstrated high degree of satisfaction toward the online unit in three dimensions of the scale and medium satisfaction in one dimension out of four scales.

After reviewing the results of the related researches it was found that only a few researchers have attempted to measure students' satisfaction in blended learning mode in Indian context and found their satisfaction to be of average level. Goal orientation has been found to be a significant predictor of self-efficacy, well-being, academic performance, motivation, interest, achievement and satisfaction of students. Students pursuing both mastery and performance goals are more satisfied with their academic experience, show a higher degree of academic engagement, and achieve better grades than students who pursue a mastery orientation. Thus, satisfaction and goal orientation are positively correlated to each other and have been taken up in researches simultaneously in face-to-face and self regulated learning mode but the researcher has not come across any research encompassing these two variables together in the blended learning mode. Significant positive correlation was also found between task value, goal setting, task strategies, help seeking, self-evaluation, satisfaction and goal orientation. Task value was found significant predictor of student

satisfaction. Performance-approach goals were found to be positively related to task values. In some researches done on task value, the researchers have taken up task value and goal orientation to predict each other and the joint effect of both on other variables. Most of the researches of task value were found in formal mode , web intensive and self regulated learning environment only. But, the researcher found only a few researches on task value with other variables in blended learning environment.

In the light of above review of literature, the questions that this study attempts to answer include:

a. Do students in blended learning mode show changes in their goal orientation, task values and satisfaction levels that differ significantly from their peers who are getting education from formal mode of education?
b. How blended learning affect different genders in terms of goal orientation, task value and satisfaction of students?

From the above discussion it can be concluded that researcher has not come across any research taking all these variables together in the blended learning environment. Hence, the researcher has made an attempt to include all these variables, that is, goal orientation, task value and satisfaction of students together. Thus, the present study is worth undertaking to throw light on the above research questions and the importance of blended learning.

1.2.0.STATEMENT OF THE PROBLEM

Effect of blended learning on goal orientation, task value and satisfaction of students.

1.3.0.OPERATIONAL DEFINITIONS OF THE TERMS

Blended learning

A learning approach that combines different delivery methods and styles of learning. The blend could be between any form of instructional technology with classroom teaching such as videotape, CD-ROM, Computer Assisted Instruction (CAI) and web-based learning.(Wu and colleagues)

Student Satisfaction

Satisfaction as the sum of student feeling and attitude that results from aggregating all the benefits that a student hopes to receive from blended learning environment system (Wu, Tennyson, and Hsia).

In the present study student satisfaction means the perception of students of the blended learning with respect to the determinants which implies the factor contributing to student satisfaction in blended learning such as instructor support, student interaction and collaboration, instruction, course management, technology use, student assessment &self assessment and active learning.

Task Value

Task value is defined as an incentive to engage in academic activities, which represents a composite construct encompassing perceived importance, usefulness, and interest. (Wigfield&Eccles).

In the present study task value means the extent to which the students of blended learning mode value their tasks with respect to the components of task value such as attainment (importance), utility (usefulness) and intrinsic (interest) values.

Goal orientation

Goal orientation refers to the dispositional or situational goal preferences one holds in achievement contexts and has been established as a useful predictor of a variety of work behaviours and outcomes (Payne, Youngcourt, & Beaubien, 2007).

In the present study, Goal orientation is the degree to which a person focuses on tasks and the end results of those tasks. These goals have been found to determine students' affective, cognitive, and behavioral reactions to success or failure, in addition to the quality of their performance.

1.4.0. OBJECTIVES OF THE STUDY

1. To study the effect of blended learning environment on goal orientation, task value and satisfaction of students.
2. To study the effect of gender differences on goal orientation, task value and satisfaction of students.
3. To study the interactional effect of blended learning environment and gender differences on goal orientation, task value and satisfaction of the students

1.5.0.HYPOTHESES OF THE STUDY

Ho1: There is no significant effect of blended learning environment on goal orientation, task value and satisfaction of students.

Ho2: There is no significant effect of gender differences on goal orientation, task value and satisfaction of students.

Ho3: There is no significant interactional effect of blended learning environment and gender differences on goal orientation, task value and satisfaction of the students.

1.6.0.DELIMITATIONS OF THE STUDY

The study will be delimited to

- Dayalbagh Educational Institute only.
- Students of formal and blended learning modes only.
- Commerce and management stream students only.

1.7.0.VARIABLES OF THE STUDY

Independent variable: Blended Learning and Gender.

Dependent variable: Goal Orientation, Task Value and Student Satisfaction.

Control Variable: Some variables will be controlled by identification of effective strategy of controlling as:

1. Subject Relevant Variables: Age and grade will be controlled by random sample selection.
2. Environmental Variables: The classroom climate, noise, light etc. will be controlled by providing similar conditions.
3. Sequence Relevant Variables: Fatigue and co-operation will be controlled by experimenter.

1.8.0.SAMPLE OF THE STUDY

A sample of 400 undergraduate students where 200 formal mode (100 male and 100 female) and 200 blended learning mode (100 male and 100 female) students will be selected by Random Sampling method.

1.9.0.METHOD OF RESEARCH

Quasi experimental method with two group design control and experimental will be used.

Experimental group- Students studying in blended learning mode

Control group- Students studying in formal mode.

1.10.0.RESEARCH DESIGN

Two group pre and post design will be used.

1.11.0. TOOLS OF THE STUDY

Following tools will be used for the collection of the necessary data:

1. Task Value: The Task Value Scale will be self-constructed by considering three important aspects of task value such as attainment, intrinsic and utility values.
2. Student Satisfaction: To measure the satisfaction of students a Satisfaction scale will be constructed considering six determinants such as instructor support, student interaction and collaboration, instruction, course management, technology use and active learning.
3. Goal Orientation: To measure goal-orientation self-constructed tool will be used.

1.12.0.STATISTICAL TECHNIQUES

Statistical techniques will be used:

Descriptive: Mean, Standard Deviation

Inferential: T-test and ANOVA.

1.13.0.SIGNIFICANCE OF THE STUDY

Blended learning increases the options for greater quality and quantity of human interaction in a learning environment. Blended learning offers learners the opportunity "to be both together and apart." A community of learners can interact at anytime and anywhere because of the benefits that computer-mediated educational tools provide. Blended learning provides a 'good' mix of technologies and interactions, resulting in a socially supported, constructive, learning experiences. Maximizing success in a blended learning environment requires a planned and well supported approach that includes a theory based instructional model, high quality faculty development, course development assistance and ongoing formative and summative assignments with a most important factor that is learner support. Appropriate student evaluative feedback can aid in helping to identify program strengths and weaknesses. Listening to student comments and concerns allows for pedagogical progress. This study constitutes the first formal step in identifying the collective perceptions of graduate students who have participated in blended learning program.

The findings of this study will provide blended learning instructors, administrators, educators, and other concerned parties with data regarding course satisfaction of university students toward blended learning. The findings will provide beneficial information to the management system, policy makers, administrators and educators about the goal orientation and the task values (i.e.; attainment values, utility values and the intrinsic values) that students hold in the blended learning program. The results of this study may lead them to make improvisation and innovation in the course content, educational policies and quality of program.

The study will facilitate the educator in developing strategies that extend the quality assurance framework to support the blended learning approach. This study endeavors to aid Universities in evaluating, from the students' perspective, the program's ability to meet designed expectations and achieve program goals in a manner that are reasonable for, and relevant to, student participants.

Thus, this research will be a significant step in promoting blended learning mode in a developing country like, India. With this effort the researcher wants to draw the attention and interest of students, teachers, institutes and policy makers towards this mode of teaching and learning which has the potential to facilitate learners as well as education scenario in a better way than pure online and face to face mode of teaching-learning as it is a one mode which is an answer to many ills (illiteracy, poverty, scant resources and varied geographical features) confronting the Indian society.

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